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WHERE? Omni Fort Worth Hotel
WHEN? July 31 - Aug 5, 2019
HOW MUCH? Member: $395 Non-Member: $495
REGISTER ONLINE: http://naemse.org/event/symposium19

PROGRAM COMMITTEE
A warm, heartfelt “THANK YOU” goes out to the Program Committee for their dedication and hardwork in putting together another outstanding Symposium
Chair: Steven Mountfort
Co-Chair: Linda M. Abrahamson

Thank You!
The National Association of EMS Educators is excited to be returning to the city of Fort Worth Texas this year after two exciting years in our nations capital for our 24th Annual Educator Symposium and Trade Show. We invite you to join the diverse and exciting group of national and international EMS education professionals who all attend to network, learn and work to advance the practice of EMS and EMS Education.

The theme for this year’s symposium is Inspiring Educational Excellence and is borrowed from the NAEMSE mission statement. The Board of Directors and the Symposium committee are excited as we are again moving forward in the innovation and enhancement of the practice of EMS education.

This year we received the most presentation submission proposals than we ever have for past symposiums. All of the expert speakers you expect will be there, along with many new faces. Topics this year range from measurement of affect, evidence based education, simulation, and many more! Don’t miss the update on the EMS Education Standards Revision update project or the CoAEMSP and NREMT updates. There is something for everyone and all are certain to positively impact your EMS Education practice.

Do not forget to check out the Pre-Conference offerings this year! Just some of the topics include the NAEMSE Level 1 and 2 Instructor Courses, a Program Director Workshop, Educational Technology, Low Cost Simulation and Application of Higher Order Learning and Thinking in the EMS Classroom. Make sure you hit the Trading Post with an empty USB drive! You will not be disappointed as you leave with more gigs of resources than you know what to do with.

Lastly, the Trade Show offers the opportunity to meet with over 90 exhibitor and vendors! This allows you the opportunity to get the latest information on the textbooks, equipment, and simulators along with obtaining first-hand knowledge from non-profit associations and NAEMSE partners.

On behalf of the 2019 Program Committee, the NAEMSE staff, and the NAEMSE Board of Directors, we invite you to join us at the 24th Annual Symposium as we work to Inspire Educational Excellence in EMS at all levels!

Bryan F. Ericson, M.Ed., RN, NRP, LP
Associate Professor – EMS Program
Tarrant County College Northeast Campus, Texas
Board Chair - National Association of EMS Educators
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WHY YOU SHOULD JOIN

**You Always Belong**

You belong to a special group of achievers. It's a deeply rewarding experience to be a part of something so valuable that it continuously gives back throughout your career and beyond. You will also have the ability to join a number of committees, each with its own distinct identity and purpose to help guide EMS Education towards a brighter future in the prehospital environment.

**Valuable Networking**

Through the National Association of EMS Educators' expansive community of members, you will be consistently rewarded with one-of-a-kind interactions courtesy of our highly influential Instructor Courses and Annual Symposium & Trade Show. Coupled with access to our expansive Trading Post (a shared library containing thousands of documents, videos and presentations), joining NAEMSE affords you a vast library of personal and professional connections.

**Special Discounts**

A NAEMSE membership means that you will be able to utilize the many discounts that are available, which include: SuperShuttle / ExecuCar, Hertz Rent-A-Car and 50% off a subscription to Prehospital Emergency Care Journal just to name a few. You will also receive special discounted prices on all Instructor Courses, significant fee reductions on Symposium Registration and so much more!

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The mission of The National Association of EMS Educators is to inspire and promote excellence in EMS education and lifelong learning within the global community.

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The NAEMSE Instructor Course represents the didactic component and practical application of the education process for an EMS instructor. The content of this course aligns the NAEMSE developed modules with the curriculum objectives of both the National Guidelines and National Education Standards, and has been designed to provide an overall view of the concepts for the EMS educator. This course also includes an online portion that will enhance the three-day, in-person sessions.

**THE NAEMSE SCENARIO CHALLENGE**

How good are your out-of-hospital summative testing scenarios? Do you have great inter-rater reliability? Scenario-Based Evaluation is essential to summative exams for EMS professionals. But creating valid and reliable scenarios can be a serious challenge. Join NAEMSE, iSimulate, the Prehospital Care Research Forum, EMSEd, and Public Safety Group in a hands-on active research project during the NAEMSE symposium. This pre-hospital scenario will challenge a Paramedic student’s ability to manage a scene while assessing a patient and completing a differential diagnosis.

To qualify, the summative scenario MUST be submitted on the NREMT Summative Scenario Lab Template along with any supporting images. A committee of blinded PCRF educators will score and select the top (3) to be piloted during the NAEMSE annual symposium in the exhibit hall. NAEMSE attendees will observe, score, and vote for the best scenario. A team of researchers will review the results and select the winner of the most psychometrically valid and reliable scenario.


**GET YOUR CLASSROOM INTO RESEARCH**

8:00AM - 5:00PM

David Page, Dr. Heather Davis, Dr. Kim McKenna, Megan Cory

It’s our responsibility as educators to teach our students how to answer the questions they encounter in their practice once they graduate from our programs. Participants in this workshop learn how to incorporate research into all facets of the classroom and to create a lifetime foundation of acquiring knowledge for critical thinking.

**EMS PROGRAM MANAGEMENT WORKSHOP**

8:00AM - 5:00PM

Dr. Nerina Stepanovsky, Dr. Lindi Holt, and Leaugeay Barnes

Congratulations! You are the new Program Director! Now what? This workshop, presented by experienced program directors with over fifty years of combined experience, will help the new and not-so-new program director with common issues not found in any handbook (if one even exists!). Bring your questions and most perplexing problems, and we’ll work together to brainstorm solutions. Topics will include role development, academic integrity, accreditation (local and national), and legal issues along with cultural humility, among others.

**MAKING LOW COST TASK TRAINERS**

8:00AM - 12:00PM

Timothy Shea

This hands-on workshop will introduce educators on how to build an Airway Manikin, Suction Manikin, Tracheal Suctioning Machine, Massive Vomiting Airway Trainer, Massive Bleeding Wound Pump, Adult and Infant IO trainer, Surgical Airway Training Platform, Peds Seizure Machine, External Jugular IV Trainer, Ultra Sound Trainer, Abdominal Assessment Trainer, Pedal Edema Trainer and Birthing Trainer Box, as well as how to resurrect a Portable Suction Machine for training. Participants will do this by learning to repurpose spare parts, use discarded medical supplies, obtaining new parts from low cost sources, and/or make the components of these trainers themselves. While many of these devices can be made for $5 or less, they are high quality, very realistic, and ideal for initial skills learning, instructors can inexpensively create a learning situation that gives the learner a very realistic experience to begin learning lifesaving procedures.

**TEACHING WITHOUT LECTURING**

8:00AM - 5:00PM

Dr. Heather Davis

Lecturing is the least effective method of delivering information to students. People remember very little of what we say. Many educators feel they do not have time for activity based education. Come learn how to replace your lectures with classroom activities, discussion and work-groups that do not take more class time and do yield better educational results as evidenced by better student evaluations, better retention of information and transfer of skills, and knowledge at a higher level of the cognitive domain.
FRIDAY - AUG 2

GET YOUR CLASSROOM INTO RESEARCH  8:00AM - 5:00PM
(2 Day Course - Thursday, Friday)
David Page, Dr. Heather Davis, Dr. Kim McKenna, Megan Cory

It’s our responsibility as educators to teach our students how to answer the questions they encounter in their practice once they graduate from our programs. Participants in this workshop learn how to incorporate research into all facets of the classroom and to create a lifetime foundation of acquiring knowledge for critical thinking.

EDUCATION TECHNOLOGY WORKSHOP  8:00AM - 5:00PM
Doug Gadomski and Rob Theriault

The best colleges and universities in the world, including Stanford, M.I.T. and Harvard, are embracing digital tools and leveraging the mobile technologies that students use in everyday life. Mobile learning is not a fad. It’s here, it has roots, and it is advancing at a breathtaking pace. However, many educators feel like they’re being dragged into the 21st century kicking and screaming. Where do we start? What tools should we use? Is this evidence based learning? In this eight hour hands-on workshop, participants will learn how to use and leverage a number of digital tools for the 21st century classroom, including screen-casting, student response systems and more.

GREEN SCREEN AND YOU!  8:00AM - 12:00PM
Dr. Bill Young

The use of green screen technology has been around for many years and it may appear intimidating to EMS educators. However, in this four hour pre-conference session, you will develop, shoot, edit and publish your first video using a smartphone with very low cost tools and technologies.

JUST DO IT - SIMULATION MADE EASY  8:00AM - 12:00PM
Christopher Krobboth and Gary Heigel

This hands-on pre-conference will engage and empower participants to facilitate realistic and effective simulations with ease. The course will be broken down into how to select and set up simulation location and design, student or end-learner scenario integration, moulage on a dime, and debriefing 101. The focus of the course is to efficiently utilize equipment, staff, students, environments, and resources readily available to educators for simulation set up and deployment.

CONCEPTS AND APPLICATION OF HIGHER-ORDER LEARNING AND THINKING FOR EMS EDUCATORS  1:00PM - 5:00PM
Dr. Paul Rosenberger and Dr. William Leggio

This session explores concepts and application of higher-order learning and thinking beyond just critical thinking. Higher-order learning and thinking includes student motivation, classroom climate, retention and organization of knowledge, various higher-order thinking exercises, and learner benefits. These topics build upon all three domains of Blooms. The session is designed to be informative then hands-on as the attendees will begin to develop their own strategies and approaches to take back to their EMS classrooms.
Breakout Sessions

SATURDAY - AUG 3

IF LIFE IS WORTH SAVING, IT MUST BE WORTH LIVING
Steve Berry,

Humor is a gift we are born with and, used positively, is a source of major stress reduction, but it must nurtured and often times relearned for those working in emergency health care. Our profession attracts some of the most dedicated and compassionate people. So much so that they often neglect their own needs. Join Steve as he combines his EMS and cartooning backgrounds to speak the message of health and humor.

HERO AWARDS PRESENTATION: 9:45AM TO 10:15AM

CAAHEP UPDATE FOR PARAMEDIC EDUCATIONAL PROGRAMS
Dr. George Hatch,

Join the leadership of the CoAEMSP to hear what is new in CAAHEP accreditation. Take the opportunity to ask your questions and hear first-hand from the CoAEMSP topics that will impact Paramedic educational programs in the coming year.

THE IMPORTANCE OF BECOMING A CONNECTED EDUCATOR
Doug Gadomski,

Distance learning has been around since the days of the Pony Express and online education is a bit more recently touted as the next revolution in education. Seems it’s not going away (like some wish it would) and industry/academic growth in this realm continues at an increasing pace. Whether you teach exclusively in a classroom or are already playing in the online sandbox, you can benefit from becoming a connected educator making use of the tools technologies have to offer. In this session we’ll discuss how joining the 21st century can benefit both you and your students. It’s the world our students live in (and will continue to) and educators need to understand the importance of meeting them there!

THE SCIENCE BEHIND MULTIMEDIA LEARNING
Dr. Heather Davis,

The educational psychology field has identified research-based best practices for constructing and delivering multimedia presentations. Whether you are delivering a flipped classroom, hybrid, distance course, or just creating PowerPoints for your classrooms, there is science now to help you make decisions about how those lessons should be created, constructed, sequenced, implemented and delivered for maximum learning and performance.

DISCRIMINATORY ITEM ANALYSIS, A TEST ADMINISTRATORS BEST FRIEND!
Bob Matoba,

Determining if a test question is valid can be a daunting challenge for any educator. What if you could determine the validity of a test question without looking at the question? Discriminatory item analysis allows the instructor to use data, rather than feelings, to validate test questions. This interactive session will illustrate how discriminatory item analysis can be used by an instructor who administers formative written tests.

Putting Leveity in Education
Steve Berry,

If you were to describe the characteristics of your favorite teachers from the past, I would bet some of the words would include “energetic”, “creative”, and “humorous”. Humor in the classroom commands students attention, sustains their interest, and introduces energy into an otherwise passive, sedentary situation. Whether you are a classroom instructor or provide one-on-one training, learn how humor can spice up your presentations, maximize learning, reduce stress, and enhance retention of new material – and that’s no joke.

EXHIBIT HALL OPEN
12:45PM - 3:45PM

Have some free time between sessions/workshops? Come join us in the exhibit hall!
Witness the power of the NAEMSE Trading Post LIVE! Bring at least 3 of your best electronic assets (PowerPoint presentations, photos, videos, lesson plans, etc), along with your laptop, and instantly receive everything that was collectively brought to the event. Participants will be able to take turns asking each other for any special needs items, share search tips and walk away with a vast amount of wonderful resources. New instructors can join EVEN if you don’t bring anything. We’re generous! Pizza and beverages will be provided.

David Page, MS, NRP, Director, Prehospital Care Research Forum at UCLA, St. Paul, MN
Co-Presenter: Heather Davis, EdD, NRP, UCLA Center for Prehospital Care, Hawthorne, CA

NREMT UPDATE
5:15PM TO 6:15PM

NREMT staff will provide an update on the status of the Nation’s EMS Certification and give you a summary of what’s new at the National Registry of Emergency Medical Technicians. Topics covered will include the current state of National EMS Certification.

BREAKOUT SESSION 3
4:00PM - 5:00PM

3A SEE YOU TOMORROW! TEACHING MENTAL HEALTH IN EMS
Samuel Fuge,
We spend our lives taking care of others, but we often forget ourselves. With increasing occurrences of PTSD and suicide in EMS, we have to ask ourselves if we are preparing our students to handle their personal mental health. The “toughen up” or “get over it” mentality is old, unsafe, and leaves a lot of people without the support and help that they need. Like protocols and evidence-based medicine, it is time that we update our care of our mental well being and the mental health of our coworkers. This presentation will discuss the gap in mental health in our career, showing where we are weak and what we are missing. We will look at better ways to help ourselves process our thoughts and emotions, as well as ways to help our coworkers that might be struggling. Most importantly, we will discuss how to implement mental-health safeguards in our classrooms to help our students understand the importance of seeking help when needed and recognizing potential mental health crisis in colleagues.

3B EXPERT PERFORMANCE OF PSYCHOMOTOR SKILLS
Dr. Heather Davis,
The goal of any EMS Educator is to have students learn skills well enough to use them correctly when it counts; during a life threatening patient emergency! A model exists for development of psychomotor skills from piano playing to airway management that increases motivation to practise and improves exam pass rates and transfer of skills to real-life situations. Come learn about this model for development of expert performance and see how you can improve the psychomotor skills of your students for a career built on a solid skill foundation.

3C THE EMT PORTFOLIO
Dennis Edgerly,
Paramedic programs moved to a portfolio process allowing students to be evaluated through a more applicable scenario assessment rather than an isolated skill assessment. EMT programs can do the same thing using the same model. This session will demonstrate how to use the portfolio model of education, skill acquisition, application and testing in an EMT program. Use of the portfolio process increases student performance on the NREMT exam.

3D PROGRAM PLANNING 911
Kory Lane,
A take on college 101 courses Program Planning 911 explores the importance of program planning to the EMS instructor. We spend considerable time in assessing needs and developing objectives. Agencies, schools, managers and administrators look to methods of evaluation as a measure of our success. Program planning is the crucial link between these two. How do we effectively plan our programs? How can program planning theory help successfully bridge identified needs to successful evaluation outcomes? Whether you are planning a semester course, a paramedic program, or continuing education sessions, Program Planning 911 will be your resource.
This lively and interactive lecture is a joint presentation from the National Registry of EMT’s (NREMT) and the Commission on Accreditation for Pre-Hospital Continuing Education (CAPCE). The presenters will provide a brief history of their data sharing project, detail lessons learned, outline some interesting case studies and offer a clear glimpse at the future of re-certification that is facilitated by the sharing of data. This unique initiative has already shown great benefit to EMS personnel.

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CAPCE and NREMT Data Sharing: Benefits, Lessons, and a Glimpse at the Future
Jay Scott and Mark Terry,
This lively and interactive lecture is a joint presentation from the National Registry of EMT’s (NREMT) and the Commission on Accreditation for Pre-Hospital Continuing Education (CAPCE). The presenters will provide a brief history of their data sharing project, detail lessons learned, outline some interesting case studies and offer a clear glimpse at the future of re-certification that is facilitated by the sharing of data. This unique initiative has already shown great benefit to EMS personnel.

EMS Agenda 2050, the updated Scope of Practice, updating of the EMS Educational Standards, FICEMS and NEMSAC, as well as other federal and national initiatives.

Dr. John Kromer and David Bryson
At this session, the NHTSA Office of EMS staff will discuss and engage the attendees in dialogue about many of the EMS activities on-going at the national level, including the EMS Agenda 2050, the updated Scope of Practice, updating of the EMS Educational Standards, FICEMS and NEMSAC, as well as other federal and national initiatives.

EXHIBIT HALL OPEN
Have some free time between sessions/workshops? Come join us in the exhibit hall!

PCRF ORAL PRESENTATIONS
David Page,
This session will showcase abstracts in the category of EMS Education, which have been selected from the Prehospital Care Research Forum’s 2019 Call for Abstracts and were deemed the most notable from all received in the EMS education category. Each oral presentation will be followed by five minutes of questions and answers. There will also be poster presentations in the main hallway of the exhibit area. Please stop by to review what is new in EMS education research.

EX-GHALL
GENERAL MEMBERSHIP MEETING
The National Association of EMS Educators presents it’s annual report to the NAEMSE membership.

GENERAL
10:30AM - 11:30AM

BREAKOUT SESSION 5
ACADEMIC DISHONESTY: DOES IT TRANSFER TO THE WORKPLACE?
Dr. Nerina Stepanovsky,
Current literature shows that integrity and affective domain issues continue to become more common in academic, continuing education and as professional settings. But do academic dishonesty problems transfer to the workplace? Come hear what the literature shows, and some solutions to combat this trend.

DEGREES OF PROFESSIONALISM: COLLEGE EDUCATION AND THE EMS PROVIDER
Paul Ganss,
The requirement of a college education for EMS personnel, especially paramedics has been long debated. As providers seek increased professional recognition, wages, and benefits, higher education is often brought into the discussion. While not taking a for or against stance, this presentation will examine the literature regarding higher education and its application in the EMS world. The discussion will include considerations of the positive and negative effects of a higher education mandate on communities, systems, and individual providers including access to education, tuition costs, and the concerns of increasing student loan debt.

IF YOU BUILD IT... WILL THEY COME?
Dr. Bill Young,
It is no secret that there is a declining number of people willing to become paramedics. This has a direct, and often negative, impact on the programs teaching it. In this session, Dr. Young will outline the steps taken by his program to promote their paramedic department and increase enrollment.
HELPING STUDENTS BECOME SELF-REGULATED LEARNERS
Megan Corry,
Can you recall a student whose performance on tests did not match the time spent studying? Stacks of flashcards, highlighted textbooks, and notebooks filled with notes, and yet the student repeatedly failed to perform well on tests. Why does this happen? How can educators help? Research shows that improvements in learning outcomes are most notable when students use strategies that are designed to enhance engagement and self-reflection on performance. Self-regulated learning (SRL) practices direct the student to set goals, monitor performance, self-reflect (metacognition), and self-correct. This session will discuss strategies that educators can use to help struggling learners through the use of self-regulated learning strategies.

NHTSA NATIONAL EMS EDUCATION STANDARDS REVISIONS
Dr. Bill Young and Dr. Paul Rosenberger,
NAEMS and the REDFLASH group were awarded the contract to revise the National EMS Education Standards. This project kicked off in May of this year and this session will provide EMS educators of all levels the opportunity to hear directly from the projects leadership and development team members regarding the status of the project. Importantly there will also be an opportunity to provide input and feedback directly to the development team. Come learn about what is happening with the EMS Education standards revision and the status of this critical EMS Education Project.

USING ACTIVE LEARNING STRATEGIES IN THE CLASSROOM
Hilary Gates,
Many EMS instructors feel compelled to rely on PowerPoint slides as their primary instructional delivery model, whether by mandate, tradition or necessity. We know, however, that a lecture-style instructional format can be nap-inducing, demotivating and monotonous. How do you fix this? Instructors need training on how to engage students in the content with techniques of active learning, because we all want to deliver the best instruction possible to our students.

TEACHER = LEADER. APPLYING LEADERSHIP PRINCIPLES TO THE EMS INSTRUCTOR AND AVOIDING ETHICAL VIOLATIONS THAT COME WITH SUCCESS
Lance Viers,
Think you’re not a leader? A leader is someone who influences others towards the achievement of desired outcomes and who makes things happen with and through people. This is also what you do every day in the classroom. As you become more successful as a teacher, you become more successful as a leader and success brings a new set of problems. In the business world, ethical violations can happen not only from the unprincipled but can be by-products of success. This session will discuss ethical violations from the business world that are relevant for us as educational leaders and how we can avoid the negative parts of a successful career.

AN EXPLORATION OF THE SAFETY-RELATED RISKS ENCOUNTERED BY PARAMEDIC STUDENTS AS PREPARATION FOR ENTRY INTO THE HIGH-RISK EMS PROFESSION
Dr. Bill Robertson,
During the 2017 Symposium, Dr. Kim McKenna proposed a project to help determine a baseline of the safety and well-being of EMS students and other stakeholders. While there has been a proliferation of occupational safety literature specific to the EMS profession, this project proposed to explore the topic in the context of initial paramedic education only. Dr. Bill Robertson discusses the results of that project. Bill will examine potential safety concerns that exist prior to students entering our workforce environment, one that has been shown to constitute a wide variety of health, safety, and wellness risks.

TEN TIPS FOR TEACHING EXPERTISE IN CLINICAL REASONING
Kenneth Navarro,
Clinical reasoning has been defined as the ability to “…sort through a cluster of features presented by a patient and accurately assign a diagnostic label, with the development of an appropriate treatment strategy as the end goal.” While clinical reasoning training has traditionally been the focus of patient interactions during clinical rotations and internship, there is evidence suggesting that students cannot gain proficiency in clinical reasoning solely through these interactions and exposure to role models. This presentation will provide a practical framework for educators to integrate clinical reasoning into the curriculum with the goal of improving student’s clinical reasoning skills.

TEACHING THE ADVANCED NEUROLOGICAL ASSESSMENT
Steve Huisman,
This presentation begins with a very good review of the anatomy and physiology of the nervous system that goes a little deeper into the weeds than a conventional paramedic course. That is followed by a discussion of the neurological evaluation that will include the MENs exam, cranial nerve test, and the importance of a good assessment of the pupils. We follow that with a lecture on dermatomes and myotomes. Throughout the presentation, I will present the material and then go through some tricks to help teach students how to perform the assessments. We will then go through the assessment of a stroke, meningitis, toxicological emergency and spinal cord injured patient. I will be bringing skill sheets that we may have time to practice with and participants will be able to take home. This presentation is good for ALS providers and educators.
Breakout Sessions

**7A STUDENTS MAKE THE BEST PATIENTS!**
10:30AM - 11:30AM
Christopher Kroboth,
What three things engage learners? Buy-in, relatability and ownership are three that come to mind and work. Experiential learning is a powerful tool and seeing through the eyes of others is even more powerful. There is no better way for providers to learn what it is like to be on “the other side of the fence” than to be in the shoes of a patient. We will discuss the experiential, affective and programatic benefits of using students as patients for scenario based education. From studying, learning and playing the part to evaluating the crew from a patient centered perspective, students as patients can be a game changer to your program.

**7B CAPCE UPDATE**
Jay Scott,
This lively and interactive presentation will be a lecture style presentation. The presenter will provide an overview of the Commission on Accreditation for Pre-Hospital Continuing Education’s (CAPCE) activities over the last year, a review of data trends from a 10 Million record data base, progress on current projects, an overview of upcoming projects, frequently asked recertification questions from EMS Personnel, and accreditation case studies.

**7C ARE WE FAILING THE CHILDREN?**
Lisa Hill,
As EMS Educators, we are aware that pediatric EMS calls are a source of high anxiety for most EMS providers. It has been demonstrated that there is an increase in medication errors in the pediatric patients. This session will focus on whether we, as educators, are preparing our students for the real world of pediatric emergencies.

**7D PRODUCING EFFECTIVE SIMULATIONS FOR AFFECTIVE DOMAIN EVALUATIONS**
Bernadette Cekuta,
As part of each credentialed Paramedic Program we evaluate the affective domain of our students. We do this during every aspect of the program. We do not have control over what types of calls the students are exposed to during their clinical time and we have to rely on the preceptors to let us know if the students do not have a good affect. This issue can be addressed by doing simulations in the classroom where we provide difficult scenarios that evoke student’s emotional responses. These can then be evaluated and debriefed based on the student’s reaction to the simulated patient. This allows us to reinforce good affective behavior, and work with the students to correct problematic affect prior to graduation.

**DO PARAMEDICS NEED A DEGREE? THE GREAT DEBATE**
1:45PM - 2:45PM
Kenneth Navarro
A little over a century ago, having a high school diploma was not required for admission to medical school in the United States. Most medical schools were less than two-years in duration and anyone who could afford to pay the tuition was accepted. That all changed when Abraham Flexner published a scathing book-length critique of medical education in the United States and Canada. The nursing profession underwent a similar transformation a few years later. EMS now stands at the same crossroads. In this session, two renowned EMS educators will debate the pros and cons of college-degreed paramedics, as well as a round table with the audience to facilitate feedback.

**EXHIBIT HALL OPEN**
11:30AM - 1:30PM
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EXHIBIT HALL HOURS

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City/State/Zip:

NOTE: List ONLY those individuals who will be at your booth.
Representative 1 Name: Representative 1 Title:
Representative 2 Name: Representative 2 Title:
Additional Representative(s) and title(s):

Representatives who wish to attend any pre-cons, general sessions and/or breakouts MUST register separately as an event attendee to receive credit.

PREFERRED BOOTH SPACE

(If floor number from floor plan) 1st Choice: 2nd Choice:
3rd Choice: 4th Choice:
List any potential exhibitors you wish to be near:
List any potential exhibitors you do not wish to be near:

SALES INFORMATION

1st Choice: 2nd Choice:
3rd Choice: 4th Choice:
List any potential exhibitors you wish to be near:
List any potential exhibitors you do not wish to be near:

Payment is required at time of booth reservation. Failure to pay may result in forfeiture of preferential booth space.

☐ I am enclosing a check for the exhibit fees.

Charge to my credit card: ☐ MasterCard ☐ Visa ☐ AMEX ☐ Discover
Account #: Exp. Date: Sec. Code:

Card Holder Name:
Email: Billing Address:
City/State/Zip:

ONLINE GUIDE/APP DESCRIPTION FOR ALL EXHIBITORS

Please include a brief company description to be included in the virtual Omni app and the online reference site. Please limit your description to 150 words, and email to matt@naemse.org

NAEMSE Corporate Partners will receive ‘at no additional charge’ a full page ad on the Symposium’s Online References webpage.

In accordance with the rules and regulations printed in this brochure for the 2019 NAEMSE Educator Symposium, the undersigned hereby makes application for exhibit space at the Omni in Fort Worth, TX.

Signature:

Typed or Printed Name:
Title: Date:

Interested in special Symposium sponsorship opportunities that will showcase your company’s branding throughout the course of the event? If so, please contact one of the individuals below who will go over everything from the various opportunities still available to a price breakdown that will help you better identify which option is right for you.

Matt Whiting, NAEMSE Communications Coordinator matt@naemse.org / (412) 343-4775 ext. 29

READY TO REGISTER?

COMPLETE THIS FORM and RETURN:

MAIL to: NAEMSE, 250 Mt. Lebanon Blvd., Suite 209, Pittsburgh, PA 15234
FAX with credit card information to: (412) 343-4770
CALL the office with credit card information: (412) 343-4775
VISIT our website for more information: www.naemse.org/symposium

*Includes entrance to exhibit hall, exhibit hall lunches, registration fee and special events.
HOW TO REGISTER

1) Submit one registration form for each individual. You may photocopy if extra forms are needed.
2) Print clearly or type all information.
3) Make checks payable in US dollars to NAEMSE.

Please print or type name and title as you wish them to appear on your symposium name badge.

First Name: ____________________________
Last Name: ____________________________
Title: ____________________________
Company/Organization: ____________________________
Address: ____________________________
City: ____________________________ State: _______ Zip: _______

This address is my (circle answer):   Home              Work

Country: ____________________________
Primary Phone: ___________ Cell Phone: ___________
Email (required): ____________________________

License Information is required to receive your CEU’s for Symposium. If this section is not filled out you will not receive any continuing education credits.

License Number: ____________________________
License State:_______ License Expiration Date: _______
License Type: ____________________________
NREMT Number if applicable: ____________________________
NREMT Expiration Date if applicable: ____________________________

Employer/Affiliation (please only choose one):
□ Ambulance/Hospital Services  □ Community  □ Fire  □ Industrial
□ Instructor Training  □ College/University  □ Military  □ Other

□ All attendees will have their name, organization, and city/state listed in our Guidebook mobile event app, unless otherwise noted. If you do not wish to have your name listed, please check the box above.

YOU MUST COMPLETE BOTH SIDES OF THIS FORM TO HAVE A COMPLETE REGISTRATION FORM.

□ ‘FOUNDATIONS of EDUCATION’ TEXTBOOK - $75
   (includes shipping & Handling)

*Please Note: This textbook is required for the Instructor Course Level 2

REGISTRATION SELECTIONS & FEES

PRE-CONFERENCE SESSIONS

Special Offer! Register for one of the following and receive a $25.00 Gift Certificate for the NAEMSE Symposium Store!

*Gift certificates can not be used for any raffle items

Please indicate the day/s you will be attending:
□ WED., Jul. 31st  □ THU., Aug. 1st  □ FRI., Aug. 2nd

Full/Multi Day Pre-Conferences

□ NAEMSE Level 1 Instructor Course - (3-day) - $300
□ NAEMSE Level 2 Instructor Course (2-day) - $280
□ Get Your Classroom into Research (2-day) - $280
□ Program Director’s Workshop (1-day) - $175
□ Education Technology Workshop (1-day) - $175

Half Day Pre-Conferences ($125/each)

□ Making Low Cost Task Trainers - THURSDAY MORNING
□ Teaching Without Lecturing - THURSDAY AFTERNOON
□ Green Screen and You! - FRIDAY MORNING
□ Just Do It - Simulation Made Easy - FRIDAY MORNING
□ Concepts and Application of Higher-Order Learning and Thinking for EMS Educators - FRIDAY AFTERNOON

Special Evening Events

□ NEMSEC EXAM - $150
□ Trading Post Networking Night - $35 *(Pizza and soda included)

3-Day Member - $395  Non-Member - $495
Symposium Pass

1-Day Member - $200  Non-Member - $250
Symposium Pass

Please indicate the day/s you will be attending:
WEDNESDAY, July 31st
THURSDAY, August 1st
FRIDAY, August 2nd

Exhibit Hall Guest Pass

□ $50.00 for 1 day (includes Exhibit Hall meals)

MEMBERSHIP FEES

□ Renew my annual membership - $95.00

NAEMSE Membership Discounts: If you are a current member of the National Association of EMS Educators (NAEMSE), you receive a discount on your registration fee. NAEMSE members also may renew their membership online at www.naemse.org if you are not a NAEMSE member, you must become a member prior to registering for Symposium to receive a membership discount.
SATURDAY, AUGUST 3rd, 2019

BREAKOUT 1 (10:30AM - 11:30AM)
- 1A - CAAHEP Update for Paramedic Educational Programs
- 1B - The Importance of Becoming a Connected Educator
- 1C - The Science Behind Multimedia Learning
- 1D - Discriminatory Item Analysis, a Test Administrators Best Friend!

BREAKOUT 2 (11:45AM - 12:45PM)
- 2A - Affect; if you don't teach it, how will you test it?
- 2B - Show me the Evidence!
- 2C - How to teach “Caring for the Autistic Patient” by a parent of an Autistic child
- 2D - Putting Levity in Education

BREAKOUT 3 (4:00PM - 5:00PM)
- 3A - See You Tomorrow! Teaching Mental Health in EMS
- 3B - Expert Performance of Psychomotor Skills
- 3C - The EMT Portfolio
- 3D - Program Planning 911

SUNDAY, AUGUST 4th, 2019

BREAKOUT 4 (9:15AM - 10:15AM)
- 4A - Education Research Journal Club
- 4B - NHTSA Updates
- 4C - Preparing Our Students to Break Bad News: Using Standardized Patients in Emotionally Difficult Scenarios
- 4D - Why Failure Should Always Be an Option

BREAKOUT 5 (3:30PM - 4:30PM)
- 5A - Academic Dishonesty: Does it transfer to the workplace?
- 5B - Degrees of Professionalism: College Education and the EMS Provider
- 5C - If You Build It...Will They Come?
- 5D - Helping Students Become Self-Regulated Learners

MONDAY, AUGUST 5th, 2019

BREAKOUT 6 (9:15AM - 10:15AM)
- 6A - Teacher = Leader. Applying leadership principles to the EMS instructor
- 6B - An Exploration of the Safety-Related Risks Encountered by Paramedic Students as Preparation for Entry into the High-Risk EMS Profession: A Cross-Sectional Survey Study
- 6C - Ten Tips for Teaching Expertise in Clinical Reasoning
- 6D - Teaching the Advanced Neurological Assessment

BREAKOUT 7 (10:30AM - 11:30AM)
- 7A - Students make the best patients!
- 7B - CAPCE Update
- 7C - Are We Failing the Children?
- 7D - Producing Effective Simulations for Affective Domain Evaluations

2019 Attendee Registration Form (Course Selection)

PAYMENT INFORMATION

Enter Your Total Registration Fees: $__________

Total Fees Include Pre-Conference Selection/s and Trading Post

Registrations will NOT be accepted without a designated form of payment.

- Enclosed is my check for $__________ Payable in U.S. dollars to 'NAEMSE'
- My organization is submitting a purchase order. Please invoice me at the address on the reverse of this form. Registrations reserved with a PO# will be charged an additional $15 processing fee per company.
- Charge my credit card: □ AMEX □ VISA □ MASTER CARD □ DISCOVER

Account #: ____________________________
Expiration Date: ______________ Security Code: ____________________________
Billing Address: ___________________________________________________________
City/State/Zip: ____________________________

Card Holder: ____________________________
Email: ____________________________

All or part of this educational program may be tax deductible, as NAEMSE is a 501 (c)3 charitable organization listed with the IRS. Please check with your accountant for details.

Cancellation Policy

All cancellations MUST be made in writing and MUST be either e-mailed to naemse@naemse.org or sent via US Mail to the NAEMSE home office. Cancellations received prior to JUNE 30, 2019 will receive a 25% REFUND on their total registration fees. Cancellations received after JULY 1, 2019 will result in forfeiture of the entire amount paid. Telephone calls will not be accepted as requests for refund. All refunds must be mailed following the symposium. Please send cancellation notifications to: NAEMSE, 250 Mt. Lebanon Blvd., Suite 209, Pittsburgh, PA 15234

COMPLETE FORM & RETURN

Mail:

NAEMSE
250 Mt. Lebanon Blvd., Ste. 209
Pittsburgh, PA 15234

Fax: with credit card information to: (412) 343-4770
Phone: (412) 343-4775
Online: www.naemse.org

* YOU MUST FILL OUT BOTH SIDES OF THIS FORM TO HAVE A COMPLETE REGISTRATION FORM.
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